



MUSICAL THEATRE 9TH-12TH

Approved by KSD Board of Education: December 16, 2024

Course Description:

This course is an introduction to the exciting world of musical theatre, combining elements of singing, acting, and dancing. Students will explore the fundamentals of each discipline while learning about the history and styles of musical theatre. Through individual and group exercises, students will work on vocal techniques, stage presence, movement, and character development. They will study and perform scenes and songs from classic and contemporary musicals, with an emphasis on storytelling, expression, and collaboration.

Grade Level: 9-12th Grade

Unit Scope and Sequence

Unit 1: Introduction to Musical Theatre

Unit 2: Telling a Story

Unit 3: Audition Techniques

Unit 4: Developing Repertoire and Performance

Course Enduring Understandings:

- Musicals represent the convergence of multiple artistic disciplines.
- Musicals are a unique form of storytelling.

Course Essential Questions:

- In what ways do musicals represent a collaboration of multiple artistic disciplines?
- How is musical theatre a unique form of drama performance?
- How do singers, actors, and dancers pool their skills to perform musical theatre?

MUSICAL THEATRE 9TH-12TH

Unit 1: Introduction to Musical theatre

In this unit, students will explore how musical theatre reflects cultural identity, responds to historical events, and evolves with societal changes. They will learn about the different styles of musicals and the roles of key contributors, including composers, lyricists, librettists, and choreographers. Through discussions and activities, students will examine how musicals are shaped by the world around them and how they impact audiences. By the end of the unit, students will be able to identify various musical styles, understand the roles of contributors, and recognize the cultural and historical influences behind musical theatre.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Musical theatre provides a lens for understanding cultural identity and expression. • Musical theatre changes over time in response to societal norms and culture.	• What roles do composers, lyricists, librettists, and choreographers play in shaping a musical? • How does musical theatre respond to what is going on in the world around it? • How do societal norms and historical events affect musical theatre? • How does experiencing musical theatre affect the audience?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Different styles of musicals ◦ Golden Age ◦ Contemporary ◦ Juke Box ◦ Concept Musicals • Key contributors to musical theatre ◦ Composers ◦ Lyricists ◦ Librettists ◦ Choreographers • Historical and cultural context in which musical theatre was created and developed.	• Identify the types of contributors to a musical. • Identify the different styles of musicals. • Understand the historical and cultural context of musical theatre styles.

MUSICAL THEATRE 9TH-12TH

Unit 1: Introduction to Musical theatre

Missouri Learning Standards

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (MU:Cn11/ TH:Cn11)

Supporting Standards:

- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11A.E.1a)
- Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/ theatre work, using theatre research methods (TH:CnB.1a).

Perceive and analyze artistic work(TH:Re7A.1)

- Respond to what is seen, felt, and heard in a drama/ theatre work to develop criteria for artistic choices (TH:Re7A.1a).

Interpret intent and meaning in artistic work (MU:Re8/TH:Re8)

Supporting Standards:

- Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research. (MU:Re8A.E.1a)
- Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/ theatre work (TH:Re8A.1c)

MUSICAL THEATRE 9TH-12TH

Unit 2: Telling a Story

In this unit, students will explore the unique combination of acting, singing, and movement required in musical theatre. They will learn techniques specific to each area and practice integrating them to create cohesive and engaging performances. Through guided activities and selected excerpts, students will apply these skills, overcoming the challenges of combining multiple disciplines to effectively tell a story. By the end of the unit, students will understand how these performance elements work together.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Musical theatre performance integrates acting, singing, and movement, requiring performers to apply all three techniques seamlessly within scenes and songs to effectively communicate with the audience.	• How do acting, singing, and movement work together to enhance a musical theatre performance? • Why is it important to integrate multiple performance techniques when telling a story through musical theatre? • What challenges arise when combining acting, singing, and movement, and how can performers overcome them?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Acting techniques specific to musical theatre. • Singing techniques specific to musical theatre. • Movement specific to musical theatre.	• Apply musical theatre performance techniques to selected excerpts.

MUSICAL THEATRE 9TH-12TH

Unit 2: Telling a Story

Missouri Learning Standards

Develop and refine artistic techniques and work for presentation. (MU:Pr5/TH:Pr5)

Supporting Standards:

- Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their using feedback from ensemble peers and other sources to refine performances. (MU:Pr5A.E.1a)
- Practice various acting techniques to expand skills to build a believable and sustainable drama/ performance. (TH:Pr5A.1a)

Convey meaning through the presentation of artistic work. (MU:Pr6/TH:Pr6)

Supporting Standards:

- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. (MU:Pr6A.E.1a)
- Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. (MU:Pr6A.E.1b)
- Perform a scripted drama/ theatre work for a specific audience (TH:Pr7A.1a)

MUSICAL THEATRE 9TH-12TH

Unit 3: Audition Techniques

In this unit, students will develop essential skills for successful musical theatre auditions. They will learn to select audition materials that align with the show's style, character type, and their strengths, focusing on appropriate songs and monologues to showcase their vocal and acting abilities. Students will also prepare non-performance elements, such as headshots and resumes, and combine all materials into a cohesive audition package. By the end of the unit, students will be equipped to present themselves professionally and confidently in auditions.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Successful audition preparation requires careful material selection that aligns with the style of the show, the character type, and the performer's strengths. • Choosing appropriate songs and monologues ensures that performers can effectively showcase their vocal abilities, acting skills, and suitability for a role. • Preparing both performance and non-performance elements (e.g., headshots, resumes, and audition forms) is essential for presenting oneself professionally. • Combining materials into a cohesive audition package helps performers make a strong impression by demonstrating readiness, versatility, and attention to detail.	• How can performers select material that highlights their strengths while matching the style of the show and character? • How can performers prepare non-performance elements, such as headshots and resumes, for an audition?
<i>Students must know:</i>	<i>Students must be able to:</i>
• What is necessary to prepare audition materials. ◦ Show style ◦ Character types ◦ Performance strengths ◦ Performance weaknesses • Material selection ◦ Monologue ◦ Music excerpts • Other non-performance requirements for an audition. ◦ Headshot ◦ Resume	• Select appropriate songs for their vocal range, style of show, and character type. • Choose appropriate monologues for the genre of show. • Prepare combined materials for an audition.

MUSICAL THEATRE 9TH-12TH

Unit 3: Audition Techniques

Missouri Learning Standards

Select, analyze, and interpret artistic work for presentation. MU:Pr4

Supporting Standards:

- Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. (MU:Pr4A.E.1a)
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. (MU:Pr4C.E.1a)

Develop and refine artistic techniques and work for presentation. (TH:Pr5)

Supporting Standards:

- Practice various acting techniques to expand skills to build a believable and sustainable drama/ performance. (TH:Pr5A.1a)

MUSICAL THEATRE 9TH-12TH

Unit 4: Developing Repertoire and Performance

This unit emphasizes building versatility and adaptability in students' musical theatre repertoire. Each student will blend singing, acting, and movement techniques, incorporating pieces that showcase both strengths and growth areas. Through collaborative work on scenes, duets, and/or ensemble numbers, students will push past current skill limitations.

Teachers will serve as facilitators, guiding students in selecting material that highlights their strengths while targeting areas for development. This student-driven approach helps students develop self-assessment skills, resilience in receiving constructive feedback, and a balance between confidence and external critique.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Working with others helps performers grow by introducing new ideas and techniques. - Balancing self-confidence with a willingness to accept feedback is key to improving skills. - Selecting songs and scenes that showcase strengths while also pushing comfort zones promotes ongoing growth as a performer.	- What can performers learn from collaborating with others? - What strategies help performers balance confidence with openness to feedback and growth? - How do performers select material that highlights their strengths while also challenging them?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Stretch - Strengths - Vocal ranges - Scene tones - Song styles - Musical eras - Script/Libretto/Score analysis	- Self evaluate. - Recognize their current strengths and areas of growth to choose performance materials. - Collaborate with other performers to draw from each other's strengths (know how to work with everyone's strengths and areas of growth). - Apply the skills taught in previous units to rehearsal and performance.

MUSICAL THEATRE 9TH-12TH

Unit 4: Developing Repertoire and Performance

Missouri Learning Standards

Develop and refine artistic techniques and work for presentation. (MU:Pr5/TH:Pr5)

Supporting Standards:

- Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their using feedback from ensemble peers and other sources to refine performances. (MU:Pr5A.E.1a)
- Practice various acting techniques to expand skills to build a believable and sustainable drama/ performance. (TH:Pr5A.1a)

Convey meaning through the presentation of artistic work. (MU:Pr6/TH:Pr6)

Supporting Standards:

- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. (MU:Pr6A.E.1a)
- Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. (MU:Pr6A.E.1b)
- Perform a scripted drama/ theatre work for a specific audience (TH:Pr7A.1a)